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| Women in the Civil War |
| Problem Based Learning |
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| **4/13/2012** |

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| Many women on both sides contributed to the war efforts of the Union and Confederate armies. Many of these women went on to leave a legacy of courage, loyalty and honor. In this lesson students will find out about the bravery that these women showed in face of adversity. |

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Women in the War/ 7th/ 3 days -40 Min. a piece

**Iowa Core Curriculum:**

* Understand the role of institutions in furthering both continuity and change.
* Understand the means by which individuals, groups, and institutions may contribute to social continuity and change within a community.
* Understand the ways family, gender, ethnicity, nationality, socioeconomic factors and institutional affiliations contribute to personal identity.
* Understand the influence of perception, attitudes, values, and beliefs on personal identity.

**21st century Goals:**

* Understand the importance of voluntarism as a characteristic of American society.
* Understand values such as individual rights, the common good, self government, justice, equality, diversity, openness and free inquiry, truth, patriotism are fundamental to American public life.
* Understand the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.
* Understand constitutions protect individual rights and promote the common good.

**Strategy:** Problem Based Learning

**Objectives:** SWBAT examine the lives of individual women during the Civil War, and then present a short biography in groups, sharing specific issues about these women and how they were considered pioneers in their selected fields.

**Evaluation:** a rubric will be provided for the research and presentation

**Materials:** List of websites providing accurate research for students to complete objectives, PowerPoint template for presentation, Research handout, Rubric, and Dr. Walker ppt

**Accommodations:** Students with IEP’s will receive accommodations that reflect their stipulations.

**Anticipatory Set:** Discuss the aspect of civilian involvement in the Civil War

**Procedures:**

* First Day
  + We will meet in the computer lab
  + Students will take their seats and will be instructed to log onto their Google Docs account and access my link that I emailed them.
  + When they arrive at the link they will wait for further instructions
  + I will walk them through the instructions and tell them the steps they have to follow to develop their presentation (steps are posted on the wikispace).
  + As I walk them through instructions I will have Mr. Morris Handout a copy of Women in the Civil War that the students will use to right their research on.
  + I will show them what their final product should look like with an example of Dr. Mary Edwards Walker PowerPoint.
  + After the presentation the students will begin their research.
  + I will walk around and answer any questions that may arise, as well as monitor that the students remain on task.
* Day 2
  + Students will meet in Mr. Morris’ room
  + They will be instructed to use the COW’s (Computers on Wheels) to finish research and start on constructing their presentations.
  + The presentations will be constructed using the template PPT that I have made for the students. (students may make modifications to the PPT)
  + I will walk around and aid students that have questions.
  + Students will collaboratively present PPT on the next day
* Day 3
  + Students will collaboratively present PPT for the whole class
  + There are 9 groups and they will go in group order 1-9, presentations should last between 5-8 mins.
  + Students will be graded on: content, preparedness, collaboration, presentation skills and relevance of topic using a presentation rubric
  + I will briefly comment on each presentation and ask the class to give one positive comment.

**Formative Assessments:** Students will be grade on research and presentation

**Closure**: I will briefly comment on each presentation and ask the class to give one positive comment.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_Class:\_\_\_\_\_\_\_\_\_\_\_

Partners: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who are you researching?
2. What state were they from?
3. What side of the Civil War did they represent?
4. What did they do before to the war?
5. Most of these women, like men, had nicknames. Does you person have a nickname and if so what is it and how did they get it?
6. What was their contribution to the war effort?
7. What adversities or conflicts did your person face during her service?
8. What battles did your person see action (whether it is fighting, nursing, or other) in?
9. Did your person survive the war?
10. What was their legacy to United States after the war?

Women in the Civil War

<http://bi-statehighschool.wikispaces.com/space.template.Student+Teaching>

Movie Clips:

<http://www.youtube.com/watch?v=f0RLojCEj7o&feature=related>

Mary Edwards Walker

<http://www.northnet.org/stlawrenceaauw/walker.htm>

<http://www.northnet.org/stlawrenceaauw/nurses.htm>

<http://www.nlm.nih.gov/changingthefaceofmedicine/physicians/biography_325.html>

<http://www.nndb.com/people/091/000206470/>

Dorothea Dix

<http://www.civilwarhome.com/dixbio.htm>

<http://www.webster.edu/~woolflm/dorotheadix.html>

<http://www25.uua.org/uuhs/duub/articles/dorotheadix.html>

<http://www.truthaboutnursing.org/press/pioneers/dix.html#axzz1rOZ8906L>

Clara Barton

<http://www.northnet.org/stlawrenceaauw/nurses.htm>

<http://www.redcross.org/museum/history/claraBarton.asp>

<http://www.civilwarhome.com/bartonbio.htm>

<http://www25.uua.org/uuhs/duub/articles/clarabarton.html>

Sally Tompkins

<http://www.civilwarhome.com/tompkinsbio.htm>

<http://mason.gmu.edu/~rmaggian/hist697/finalproject/biography.html>

<http://www.civilwarinteractive.com/Biographies/BiosSallyLouisaTompkins.htm>

[http://mason.gmu.edu/~rmaggian/hist697/assignment2/assignment2.htm#](http://mason.gmu.edu/~rmaggian/hist697/assignment2/assignment2.htm)

Frances Clayton/ Frances Clailin: Aka “Jack Williams”

<http://arkansastoothpick.com/2008/04/frances-clalin-aka-jack-williams/>

<http://libertyletters.com/resources/civil-war/frances-clayton.php>

<http://www.factasy.com/civil_war/2008/05/06/frances_louisa_claytonfrancis_clalin>

<http://www.smithsonianmag.com/history-archaeology/Covert_Force.html>

Elizabeth Van Lew

<http://www.civilwarhome.com/vanlewbio.htm>

<http://www.encyclopediavirginia.org/Van_Lew_Elizabeth_L_1818-1900>

<http://www.smithsonianmag.com/history-archaeology/Elizabeth-Van-Lew-An-Unlikely-Union-Spy.html>

<http://ehistory.osu.edu/world/articles/ArticleView.cfm?AID=63>

Loretta Janeta Velazquez

<http://www.civilwar.org/education/history/biographies/loreta-janeta-velazquez.html>

<http://www.historynet.com/madame-loreta-janeta-velazquez-heroine-or-hoaxer.htm>

<http://docsouth.unc.edu/fpn/velazquez/menu.html>

<http://www.factasy.com/civil_war/book/export/html/64>

Rose O’Neal Greenhow

<http://library.duke.edu/rubenstein/scriptorium/greenhow/>

<http://www.civilwarhome.com/greenhowbio.htm>

<http://americancivilwar.com/women/rg.html>

<http://www.onealwebsite.com/rose3.htm>

Belle Boyd

<http://www.civilwarhome.com/boydbio.htm>

<http://www.civilwarhome.com/belleboyd.htm>

<http://www.civilwar.org/education/history/biographies/maria-belle-boyd.html>

<http://www.encyclopediavirginia.org/Boyd_Belle_1844-1900>

Kate Cummings

<http://encyclopediaofalabama.org/face/Article.jsp?id=h-1101>

<http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-3354>

<http://www.civilwarhome.com/katecumming.htm>

<http://www.uab.edu/reynolds/cwfigs/cumming>

Women in the Civil War : Rubrics

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| |  | | --- | | Research Notes | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Amount of Information** | All topics are addressed and all questions answered with at least 2 sentences about each. | All topics are addressed and most questions answered with at least 2 sentences about each. | All topics are addressed, and most questions answered with 1 sentence about each. | One or more topics were not addressed. |
| **Quality of Information** | Information clearly relates to the main topic. It includes several supporting details and/or examples. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. No details and/or examples are given. | Information has little or nothing to do with the main topic. |
| **Notes** | Notes are recorded and organized in an extremely neat and orderly fashion. | Notes are recorded legibly and are somewhat organized. | Notes are recorded. | Notes are recorded only with peer/teacher [assistance](http://rubistar.4teachers.org/index.php?ts=1334238831) and reminders. |
| **Organization** | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| **Internet Use** | Successfully uses suggested internet links to find information and navigates within these sites easily without assistance. | Usually able to use suggested internet links to find information and navigates within these sites easily without assistance. | Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance. | Needs assistance or supervision to use suggested internet links and/or to navigate within these sites. |

Total \_\_\_/20

Presentation Rubric

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Content** | Shows a full understanding of the topic. | Shows a [good](http://rubistar.4teachers.org/index.php?ts=1333982254) understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| **Preparedness** | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present |
| **Collaboration with Peers** | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good [team](http://rubistar.4teachers.org/index.php?ts=1333982254) member. | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. |
| **Posture and Eye Contact** | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| **Stays on Topic** | Stays on topic all (100%) of the time. | Stays on topic most (99-90%) of the time. | Stays on topic some (89%-75%) of the time. | It was hard to tell what the topic was. |

Total \_\_\_/20

Group #\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_